

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending	
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301
Grant Period:	May 1, 2018, to August 31, 2019
Application deadline:	5:00 p.m. Central Time, February 6, 2018
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
KIPP, Inc.	101813		
Vendor ID #	ESC Region #		
	4		

Mailing address	City	State	ZIP Code
10711 KIPP Way	Houston	TX	77099-2675

Primary Contact

First name	M.I.	Last name	Title
Eldon		Lewis	Director of Development Services
Telephone #	Email address		FAX #
713-657-0896	elewis@kipphouston.org		832-203-6365

Secondary Contact

First name	M.I.	Last name	Title
Kathryn		Huntsman	Grants Coordinator
Telephone #	Email address		FAX #
281-734-9223	khuntsman@kipphouston.org		832-203-6365

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Sehba		Ali	Superintendent
Telephone #	Email address		FAX #
832-879-3050	Sali@kipphouston.org		

Signature (blue ink preferred)

Date signed



2/1/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101813

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

KIPP Spirit College Prep (101813048) will be served with these funds. KIPP Spirit is a middle school on the outskirts of southeast Houston that serves grades 5 through 8.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

KIPP Spirit College Prep middle school (hereafter KIPP Spirit) instructional staff and students are **ready to reach the next level in 21st century skills** as well as advance in proficiency in the core subjects of Reading, Math, Science, and Social Studies. Through the proposed **2018-19 Technology Lending Program**, students will be provided a deeper and, more complete understanding of complex concepts in every subject while ensuring that students are prepared for the increasingly complex and **competitive 21st century work environment**.

Located in an area of south Houston on the outskirts of the city, KIPP Spirit is located in one of the most educationally disadvantaged communities of greater Houston. The area between 610 south and beltway 8 known as South Acres/Crestmont Park/Sunnyside is a historically African-American community with an important and rich history. Developed during segregation as a restricted community, in 1915, this was the first addition south of Houston developed exclusively for African Americans. In 1927, Sunnyside school joined the Houston Independent School District. In 1950, it created its own water district and fire department which later joined the City of Houston. Neighborhood statistics also help us understand the neighborhood. Over **25% of residents are considered unemployed** compared with a 4.7% unemployment rate in Houston and only 9% have completed a bachelor's degree compared to 31.2% across Houston (City of Houston, Neighborhood Resource Assessment 2015). Schools in the neighborhood have struggled for years. Case in point, nearby Worthing High School continues as Improvement Required campus with only 28% of the 355 9th graders in 2017 reaching the 'approaches standard' on English I EOC and only 63% of students graduating high school in 4 years. Elementary schools have also struggled to provide adequate educational options. At the nearby Woodson PK-8, just 18% of the 3rd graders reached 'approaches standard' in Reading in 2017 (TEA TAPR 2017). Just 4 years ago, one area in Sunnyside was considered the 6th most dangerous neighborhood in America with a violent crime rate of 91.27, with residents having a 1 in 11 chances of becoming a victim (Houston Chronicle, May 1, 2013). It has not improved. In this environment, KIPP Spirit opened in 2006 to offer a high performing middle school program to 428 5th through 8th grade students and families. In 2009, KIPP Zenith Elementary opened and in 2010, KIPP Sunnyside High School opened to meet the needs of local families. A brief demographic profile of KIPP Spirit shows a majority-minority population with significant increases in ELL student numbers. At present, KIPP Spirit students are: 89.2% Economically Disadvantaged, 72.0% African American, 25.9% Hispanic, and 13.1% English Language Learners. The population of English Language Learners (ELL) has increased from 3% to 13% in the last 4 years.

KIPP Spirit serves primarily **working families whose economy is driven by service industries and small businesses**. Many students have little to no access on a regular basis to reliable information about the world, except what is provided by the school. As well, except through school programs, students are **not provided with reliable up-to-date information** about potential future opportunities and expectations. To fill this gap, KIPP Spirit has implemented a variety of activities including the following: athletics, after school enrichment, immediate intervention for any struggling student, parent outreach, and college and career readiness activities. The provision of immediate assistance to any student not performing at or above state expectations in the core content areas has created a strong academic program. However, these activities are not enough to close the achievement gap between the current Spirit achievement and the goals for the STAAR/EOC assessment standards. The district has realized that many students **need 24/7 dedicated personalized access** to the applications and curriculum materials which can bring student success in the coming years. The adjustments and interventions programs that KIPP Spirit has implemented in the past in Math and Reading have been successful. However with the **new standards** and the fact that so many effective curriculum materials are now online, the campus stands ready to adjust to provide more enhanced and complex learning opportunities to students.

In 2017, the STAAR assessment results were alarming. When viewed through proficiency standards, based on the school's results, students were at 34% 'met standard' proficiency in Reading and 29% 'met standard' proficiency in Math. For ELL students, the results were even more alarming with 16% of ELL students reaching 'met standard'

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

proficiency in Reading and 19% reaching 'met standard' in Math. For KIPP Spirit, this was unheard of. KIPP Spirit has a history of reaching the 85-95% success rate in every subject. Even looking through the lower 'approaches grade level' results, in 2017, **ELL students were 28% lower in Reading than 'all students' and ELL 8th grade students lagged behind at a 18%, 23%, and 20% lower 'approaches grade level' rate in Reading, Science and Social Studies respectively.** The primary goal of this program is to reduce the gap between 'ELL' performance and 'All Student' performance in Reading and Math through the intervention activities by 5% in 2018-19 and increase 'All Student' performance in Reading, Math, Science and Social Studies. KIPP Spirit is constantly welcoming new students from nearby schools who are often 2-3 grade levels behind and would benefit from these resources to make-up their learning gaps. The school is excited about the opportunity to increase students success on the STAAR.

KIPP Spirit has the **talent, management capacity, and resilience** to implement a successful program. However, KIPP Spirit does not have the funds to fully implement the program at the level needed to ensure student success. The program which KIPP, Inc. proposes is not just to put "gadgets" in the hands of children. The program is a **comprehensive program of in-class and out-of-class intervention activities** and training for students, teachers, and parents. The focus is on students and their development. The curriculum materials are varied and range from the Think Through Math to Amplify Science to Khan Academy to iStation Reading to MobyMax for ELL students to teacher created videos, and many other high quality, vetted, and approved web-based resources. The goal is to reach students in the ways that they learn best – through dynamic, engaging materials which they can use and which they find relevant. The program that KIPP Spirit proposes will provide laptop and internet access at home with the electronic intervention resource materials and programs to students so that they learn how to best use the laptops and how to complete school work at home. The process for issuing the laptops will involve training for teachers, parents and students, agreements, and check out forms, as well as a tracking system for the campus to manage the material available to students.

We are ready to go and looking forward to becoming even more skilled in our instruction using every resource that we can effectively manage. The curriculum resources provided through the program will be an invaluable asset to teachers and students for both classwork and homework as they will be able to view videos and complete homework before they come to class which will allow teachers additional instructional time to help students when they are struggling. Campus leadership, the District Technology Director, Instructional Technologist, and technology support staff have already been systematically collaborating with and training teachers on the new technologies and curriculum materials through intensive sessions. KIPP Spirit has scheduled and made arrangements for a series of 3 - 2 hour **laptop boot camps scheduled in the summer/fall 2018 for students, teachers, and parents** with follow-up 30 minute long refreshers throughout the year. Assigned campus staff, along with the committees have made sure that the program meets the needs of both teachers and students by including applications such as BrainPop, Kids New York Times, Kids Google, YouTube Kids, Kids CNN, Goal Book, Google Docs, IXL.com, EdPuzzle, EdModo, PBS Videos, PBS Kids, audiobooks, and other well-loved and helpful curriculum tools. The District Technology Director has made sure that the Wi-Fi connectivity will be more than sufficient to support the 135 additional laptop devices. KIPP, Inc. has a history of success with technology. Over the years, KIPP Spirit has gradually purchased 5 sets of laptops which are utilized on a regular basis. Every classroom features a mounted projector, a document camera and internet access along with student desktop computers. These advances combined with the expansion in curriculum content which is available has propelled KIPP Spirit into the future which, we hope, will continue to provide additional engagement and deeper understanding for our students. **Legal documents and policies are in place** for the successful launch of the 2018-2019 Technology Lending program. In addition, through the systematic technology training and support aligned with State Board of Educator Certification (SBEC) technology standards and the district Instructional Technologist, KIPP Spirit has trained staff identified and functioning at the campus that will support our teachers and students with **"just in time" staff development**. KIPP, Inc. is strong in reviewing and evaluating programs to make mid-course corrections, as needed. We have found that through **collaboration and systemic review (surveys, discussions, observations)**, most challenges can be identified and overcome. The 2018-19 Technology Lending program has well-established deadlines, timelines and benchmarks as well as clearly defined roles and responsibilities which will make the program an extremely beneficial for our students. Through this program, we will set the foundation for future success for some of the neediest students in Houston and establish a model for future similar work.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$32,400	\$0	\$32,400
Schedule #9	Supplies and Materials (6300)	6300	\$54,600	\$0	\$54,600
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$86,465	\$0	\$86,465
Percentage% <u>indirect costs</u> (see note):			N/A	\$13,000	\$13,000
Grand total of budgeted costs (add all entries in each column):			\$	\$0	\$100,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$87,145
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$13,071

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Educational broadband service - 15GB data per month - \$240 per device X 135 devices	\$32,400
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$32,400
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$32,400

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101813		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$54,600
Grand total:		\$54,600

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 101813		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 101813

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	382	89.3%	
Limited English proficient (LEP)	56	13.1%	This is a 10% increase in 4 years, since 2013.
Disciplinary placements	0	0%	
Attendance rate	NA	97.8%	
Annual dropout rate (Gr 9-12)	NA	na%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:	<input type="checkbox"/> Public	<input checked="" type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution
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Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						110	104	112	102					428

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process that has been implemented at KIPP, Inc. and KIPP Spirit utilizes information and questionnaires from regular institutional review processes in place at KIPP, Inc. including the analysis of STAAR/EOC data, semi-annual Healthy Schools Survey (staff, leadership, parents), campus and district data days, leadership team meetings, one-on-one weekly meetings of teachers and staff with their managers, MAP assessments, as well as information from regularly scheduled campus site visits. The Health Schools Survey is administered through the New Teacher Project each year to gauge student, staff, and parents satisfaction. It is reviewed often by school leaders and administrators to identify areas that need improvement.

This information, along with the Texas Long Range Technology plan, the District Technology plan, Campus Improvement plan, served as guides, to help identify the needs of KIPP Spirit in KIPP, Inc. and provided the basis from which to prioritize the needs identified.

The first need identified is to increase proficiency in 21st century skills and technology in order to prepare students for increasingly complex work environments. KIPP Spirit students have little access to technology in their day-to-day lives except at school. The district and campus envision students with 24/7 access to web driven curriculum enabling those students who otherwise may never own an effective technology device the ability to continue their questioning and learning throughout the day. KIPP Spirit would like to ensure that their students will have a fair and equitable opportunity to compete in the ever increasing technology driven work industry of the 21st century.

The second need identified is to increase achievement in core curriculum areas of Math, Science, Reading, and Social Studies through personalized learning and progress monitoring. This need was identified based on the student performance data specifically that of the 5th, 6th, 7th, and 8th graders from KIPP Spirit. Campus and district administrators, through the disaggregation of data, have identified students who are in need of internet access at home via a home survey provided to the families of KIPP Spirit. In addition, the campus utilized their campus survey to identify professional development needs in order to successfully implement the lending program and to identify budget dollars to ensure professional development is budgeted into the upcoming school years for this endeavor.

The third need identified is significantly enhanced access to curriculum and electronic resources. The process KIPP Spirit undertook to identify this need began with exploring moving to a technology enriched environment by implementing laptops in middle school obtaining valuable knowledge in the dissemination and implementation of laptop use. The campus leadership team, through the use of observations, surveys, lessons learned from the initial laptop and technology deployment developed a process to ensure the delivery of curriculum via the internet and the use of online technology resources that will make it available to targeted students focusing on the core curriculum. Teachers and administrators met to discuss which online curriculum and electronic resources best fit the districts' and campus' mission.

The fourth need identified is 24/7 access to ensure all students have the opportunity to continue high quality learning throughout the day. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices. The process used in identifying this need involved researching how feasible it will be to provide a reasonable cost internet access to the targeted students in this area.

The fifth need identified is the systematic induction and ongoing professional development for staff, students, teachers, and parents on digital citizenship and technology applications including laptops, email, and other software for success in 21st century work environments. The process used to identify this need involved the use of surveys to various stakeholders and asking the parents and teachers. The data was used to ensure that professional development will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback. Reports will be provided to the principal, superintendent and committees.

KIPP Spirit was identified as the highest need and highest priority campus due to intensive student needs, an increasing ELL population, combined with high staff capacity to effectively manage a technology lending initiative.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased proficiency in 21 st century skills and technology in order to prepare students for increasingly complex work environments.	Technology proficiency assessments at regular intervals throughout the grant program combined with regular training and monitoring of students, teachers, and parents will ensure that students have increased technological proficiency in the targeted technological skills.
2.	Increased achievement in Core Curriculum areas of Math, Science, Reading, and Social Studies through Personalized learning and progress monitoring.	Increased access to high quality curriculum, personalized programs in core subject areas, and ongoing monitoring will increase student achievement in each of the core curriculum areas.
3.	Increased access to curriculum and electronic resources through implementation of the program.	Increased access will be provided by the procurement of additional devices and internet connections which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
4.	24/7 access to curriculum and other critical tools for student learning.	24/7 access will be provided by the procurement of additional devices and internet access which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
5.	Systematic induction and ongoing Professional Development for key staff, students, teachers, and parents on Digital Citizenship and technology applications including laptops, hotspots, Ipads, email, and other software for success in 21 st century work environments.	The professional development plan will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback.

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Schedule #14—Management Plan

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	School Leader/Principal	Significant school leadership experience, min. 3 years of managing programs including budgets/reports. Strong teacher and parent relationships, desire and ability to lead a significant change initiative. Valid Texas Teaching Certification required, Administrative Certification or Master's degree preferred.
2.	Instructional Technologist	Classroom instructional technology and public classroom teaching experience, min. 3 years of managing programs including budgets/reports. Strong teacher and parent relationships, desire and ability to lead projects. Valid Texas Teaching Certification, Master's degree preferred.
3.	Lead Teacher	Significant classroom teaching experience, min. 3 years of managing classrooms and team meetings including budgets. Strong teacher and parent relationships, desire and ability to lead an instructional change initiative. Valid Texas Teaching Certification, Master's degree preferred.
4.	Grant Coordinator	Evidence of strong organizational skills, 5 years of managing grants and programs. Background in state and federal programs preferred, Texas Teaching Certification/ Master's degree preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Access to Curriculum Resources for 24/7 Real Time Access	1. Procure and install devices, hotspots	05/01/2018	08/31/2019
		2. Provide induction training to instructional staff	05/01/2018	10/31/2018
		3. Provide induction training to teachers/students	05/01/2018	10/31/2018
		4. Provide access to and use of on-line curriculum	05/01/2018	08/31/2019
		5. Provide ongoing training and monitoring	05/01/2018	08/31/2019
2.	Increase Student Technology Proficiency to Prepare for 21 st Century Careers	1. Establish student technology proficiency levels	05/01/2018	10/31/2018
		2. Establish teacher technology proficiency levels	05/01/2018	10/31/2018
		3. Provide ongoing access of students and teachers	05/01/2018	08/31/2019
		4. Implement, monitor, and adjust PD plan	05/01/2018	08/31/2019
		5. Evaluate proficiency levels of students, teachers	05/01/2018	08/31/2019
3.	Increase Student Progress & Engagement in Core Subject Areas	1. Establish baseline performance in Core Subjects	05/01/2018	10/31/2018
		2. Review curriculum tools with teachers	05/01/2018	10/31/2018
		3. Administer progress monitoring in Core Subjects	05/01/2018	10/31/2018
		4. Survey students every 9 weeks on implementation	05/01/2018	08/31/2019
		5. Evaluate progress in core subject areas	05/01/2018	08/31/2019
4.	Increase Access to Maximize Instructional Time Both In and Out of Classroom with Personal Platforms	1. Procure, configure, install, inventory, devices	05/01/2018	10/31/2018
		2. Train all staff on programs, policies, and procedures	05/01/2018	10/31/2018
		3. Train all students policies, and procedures	05/01/2018	10/31/2018
		4. Provide ongoing monthly training	05/01/2018	08/31/2019
		5. Students will have daily access to devices.	05/01/2018	08/31/2019
5.	Improve PD System for Students, Teachers, and Parents	1. Review and adjust PD plan with teachers/staff	05/01/2018	10/31/2018
		2. Implement PD Plan with Teachers	05/01/2018	08/31/2019
		3. Implement PD Plan with Students	05/01/2018	08/31/2019
		4. Implement Parent Outreach and PD Plan	05/01/2018	08/31/2019
		5. Evaluate and Revise PD Plan	05/01/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP, Inc. currently **monitors the attainment of goals and objectives on a regular basis through the Campus and District planning and review processes and the Campus and District technology committees.** Each campus and district based committee meets on a regular basis to review progress on the specific objectives and timelines associated with each program listed in both the District and Campus plan and the District and Campus Technology Plans. Each program operates according to the state and federal requirements of the programs whether it be the Title I, Title II, IDEA-B, Special Education, English as a Second Language, or Career and Technology Education. Each program has a clear management structure and clear lines of authority so that changes to the program can be made and approved by the committees and, if necessary, decisions can be presented to the Superintendent for approval quickly and efficiently, as needed, within the lines of authority. Because each program chair or committee chair has training, expertise, and experience in their field, they are knowledgeable about the policies and procedures governing each of these important feedback and decision-making committees.

For example, in one needs assessment, our teachers provided feedback that the technology enhancements and using technology in their lessons engaged students at higher levels. As a result, the district has continued to increase training and electronic curriculum supports. This feedback is communicated through committee discussion and documented in the plan itself.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Spirit will implement a lending program and has allocated significant time and material resources to meet this goal. Training as well as the budgets to provide support for this new technology resource for our students is in place. However, **the funds are insufficient at this time to implement the entire program unless additional funds are made available through the 2018-2019 Technology Lending Program grant.** In winter 2017, a plan was drafted by the Campus Technology Committee to work toward a phase-in of additional laptops to **improve scores in Reading/ELA, Math, Science and Social Studies with a focus on ELL/SPED as well as to improve student technological proficiency.** The committee determined to start with the highest need based on end-of-year 2018 assessments. Based on prior year results, we anticipate high need in ELL/SPED and expect to expand quickly to the students, subjects, and grades which are most in need of support. **Through the lending program, students will have much more access to instructional videos and more dynamic and engaging materials which can be accessed both as school and at home.** Without the lending program, students would have less access at home, would have less access at school, and would not be able to personalize their platform to meet their learning needs. As part of this plan, the district has hired a full-time District Instructional Technologist who is systematically training and supporting campus staff who is strong in technology skills to provide training and day to day support for students, teachers, and staff at the campus level. The campus has budgeted funds to purchase other instructional materials to support the program. The grant funds will provide the initial investment in the laptops/hotspots, install the laptop software, and maintain the program. The district will support ongoing improvements after this initial investment so that **students will have 24/7 access where additional instructional time and support is most critically needed.**

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 101813		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student, Staff, and Parent – Beginning and End of Year Surveys (TNTP Surveys, Tech survey)	1.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 5 Improve PD System for Students, Teachers, and Parents
2.	TEKS Based Technology Proficiency Assessments	1.	Objective 2 Increase Student Technology Proficiency
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 4 Provide Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platform
3.	Student Usage of Curriculums	1.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		2.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		3.	Objective 4 Provide Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platforms
4.	Math/Science/ELA/Social Studies Assessment in Target Areas	1.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		2.	Objective 4 Provide Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platforms
		3.	Objective 2 Increase Student Technology Proficiency
5.	PD Surveys – At End of PD Sessions/Induction Sessions	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 2 Increase Student Technology Proficiency
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects
Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>The process for collecting data included in the evaluation design will involve the use of student, staff, and parent surveys and assessments. The purpose of the surveys is to establish a beginning of year baseline and make objective data-driven decisions that reflect the perceptions of the stakeholders in this project. Teacher and staff end of year focus groups will be used to generate data that identifies problems with the project delivery and identify possible corrections to the deficiency(ies). The use of formative and summative data will be used to analyze the impact of laptop use in targeted core curriculums enabling the district to be better prepared to identify successes and problems and make proactive corrections where necessary. TEKS based technology proficiency assessments will be used to ensure that adequate knowledge transfer and applicable understanding is demonstrated through the satisfactory performance on the technology TEKS based assessments. Professional development surveys will be used at the end of each session/induction session in order for the project to address problems such as knowledge gaps in the understanding of the expectations, the delivery of e-content, and adjustments to the delivery and content. Program level data will include student results on STAAR/EOC and other state assessments, Measures of Academic Progress (MAP) formative and summative data, curriculum usage reports from the web-based content, and device usage reports from the educational broadband service. The process will be ongoing and sustained through the Campus Leadership team and the Tech Lending grant team in order to identify and make corrections throughout the course of the project.</p>			

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101813

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding from all sources including local budget, Title I, IMA funds, the 2018-2019 Technology Lending Program Grant will be coordinated to maximize the impact of the funds on student learning.

Funds have been used to purchase curriculum materials for the devices. Local budget is being used to purchase additional applications and materials to maximize the laptops use as instructional tool. Other funds are also being used to provide designated campus technology support staff who will provide training and technical support for the program. Professional development budgets have been set aside to provide the middle school an intensive "Laptop boot camp" in preparation for the new technologies, new curriculums, and new instructional tools.

Coordination of resources is accomplished through the campus and district planning process as well as through the technology planning process. Each campus has both a campus planning team and a technology planning team which work together to maximize resources.

Laptop resources are shared by all teachers and students on a campus in order to maximize the efficiency and effectiveness of the program. There will be no "extra" laptops because they will all be actively used by students through the program in order to access their critical curriculum materials, ebooks, and classwork.

At present, KIPP Spirit has a total of 130 laptops (purchased between 2013 and 2017), 24 Ipads (2013), 12 Ipad minis (2014) which are used by our 428, 5th through 8th grade students during intervention blocks for reading with iStation, for math with Think Through Math, for Science with Amplify, Stemsscopes, and labs, and for Social Studies for research and research. Each core classroom currently has 2-3 student desktops (2011) which do not work well due to the age of the computers. Despite extensive scheduling efficiencies and despite proper motivation on the part of teachers, due to the age of the computers and the inconsistent access, roadblocks have necessitated applying for this funding to increase access.

The campus has already purchased the above mentioned laptops as well as other technology resources which will be merged with the new laptops to create an efficient, effective technology program. Resources already in place include a whole range of programs and instructional supplements such as **Think Through Math on-line tutorials, Amplify Science web resources, Khan Academy lessons, iStation Reading, MobyMax for ELL students, teacher created videos, BrainPop, Kids New York Times, Kids Google, YouTube Kids, Kids CNN, Goal Book, Google Docs, IXL.com, EdPuzzle, EdModo, PBS Videos, PBS Kids, audiobooks, and other well-loved and helpful curriculum tools.** Other resources in place include classroom desktop computers and projectors, document cameras and interactive white boards, and internet access campus and district wide. Through the campus and district technology and planning committees, the resources available to meet students' needs are streamlined to ensure effective use and implementation.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101813

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program closely aligns with district and campus Goals. The mission of KIPP, Inc. is as follows: **"To build a better tomorrow, we educate our students with the academic and character skills necessary to thrive in college and lead choice-filled lives."** The vision of KIPP, Inc. is as follows: **"To have enough great individual student achievement and overall school results in both quality and quantity to change societal beliefs on what is possible in every single school in every single community to help our children build a better tomorrow for themselves and generations to come."**

The specific goals in 2017-18 include increasing student proficiency and mastery in every content area as measured by STAAR/EOC as well as increasing ACT, SAT, and AP results across the district. Most importantly, KIPP, Inc. strives to prepare students to continue to and through college so that they are prepared for a future of their choosing. To this end, KIPP, Inc. monitors students through college graduation day by continuing to call and engage with students, even after high school graduation. KIPP high school teams truly value each student and know the critical importance of their success.

Guiding our work is a commitment to teaching our students to **work hard and be nice**. We are building and educating the **compassionate leaders of tomorrow**. To that end, academic lessons at KIPP integrate values and model behavioral expectations that reflect our school values. KIPP, Inc. provides a comprehensive program of activities to promote each of the goals detailed in the district and campus plans which will be significantly enhanced by additional access to digital resources.

The District Technology Plan states "KIPP Houston will focus on addressing the learning needs of all students by providing small group differentiated teaching and learning opportunities to all students. The best scalable way to do this is by leveraging the power of adaptive digital content that can be leveraged to scale up the implementation of blended and individualized learning in a cost-effective way. Our goal is to ensure all students show learning growth on MAP and STAAR assessments."

Ultimately, through our enhanced curriculum combined with the instructional support, professional development (teacher, student, and parent), and enhanced communication, KIPP Spirit will be empowered to reach their student achievement goals. With the 2018-2019 Technology Lending Program, we will work to provide students with the access to physical and human resources needed to stay on-track for high school and college graduation.

Under goals of the Technology Lending Program which aligns with KIPP District Technology Plan, 135 additional devices will be deployed at KIPP Spirit equipped with broadband hotspots. This equipment, combined with the training, monitoring, and support of staff and parents, will provide the neediest students access to the critical learning resources they need to succeed academically.

KIPP Spirit will provide teachers, parents, and students with systematic training in internet safety which will also be enhanced through additional training and support on digital citizenship through the 2018-2019 Technology Lending program initiative. Parent involvement includes strategies to reach out to parents through surveys, communications, the parent portal, the tiered support system, and web page. Parents are also involved in monthly activities which will now include a technology tip or strategy on responsible use of technology at each parent meeting.

The technology lending program will provide the school intensive interaction with parents as the parents attend the various information sessions and training sessions over the first few months of each year which, due to the commitment of the campus, we anticipate will further enhance students' learning experience. Additionally, through the lending program, parents will receive specific information about how to assist their student to maximize their learning with their laptop to increase rigor and complexity in thinking and understanding.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan is to provide internet access to students, who have been identified as high need, and who are in need of internet access. Students will be identified based on student achievement data, economic data, and surveys sent home to parents to verify the targeted high-need students do not have internet access in their homes. The survey will help to ensure that the targeted population of students without internet access at home will have access to **borrow a laptop and a broadband hotspot, thus providing internet access to the home of those students in need.** The broadband hotspot will be obtained by and contracted by the campus and district. A laptop case will also be provided through the program to ensure the device is protected. In the standard contract, technical support is available to the students, so that it will ensure that there will be adequate support from the broadband provider in events where students maybe experiencing internet connection issues. In order for the district to ensure access to internet to those students who do not currently have it in their homes, the number of students to be provided internet access at home will be limited, ensuring that the allotted budgeted amounts will be sufficient to provide internet to the identified high need students. **In order to implement the plan, if awarded, the district will purchase and deploy 135 Laptops (\$283), 135 broadband educational hotspots (\$100), 135 laptop cases (\$16), 135 internet service contracts (\$240), and 1 bar code scanner (\$200).** The educational broadband hotspot will provide usage reports and additional educational filters to ensure the campus and the students are protected. In addition, the district's educational filters will also be installed on each laptop. The plan addresses for the device failure and timely delivery of replacement devices when needed. Students will use their teachers as the point of contact in the event a service issue is identified with a broadband device. The school, when needed, will ship back and receive any devices needing servicing.

The technical support to be provided will be adequate to meet the anticipated students' use of devices. The technical support will ensure that insurance, manufacturer warranties, and student agreement forms be used as a preliminary layer of technical support. With student, parent, staff and teacher training a professional learning community will be always evolving to meet the changing needs and demands of students using the equipment lent to them by the school. **The support will have several tiers beginning with the students and parents who will be the tier one** and will be trained to be able to describe any technical issues they are experiencing. By providing descriptions to what issues students are experiencing, a trained staff/teacher will be better able to diagnose and expedite the technical resolution. **The teachers and campus technology staff will serve as a tier two support**, being able to re-configure devices or serve as central location for the return of/and receipt of faulty technology devices. **The district technology staff will be a tier three support** to remedy issues that have not been resolved by campus staff. **The broadband provider will serve as tier four**, another layer of support, for when the students are not in school. This support will be in the form of a toll-free number provided to the parents and students of those who have devices needed to ensure connectivity and devices for use with the web based curriculum and resources available to students. In addition to these highly trained and efficient support systems, our district Instructional Technology Specialist is available to train teachers, students, and staff as needed. As well, the campus technology support teams make sure that they are trained and ready to provide on-site support as needed for students and fellow teachers. The campus technology support teams are the trainer of trainers who have additional training and/or identified expertise in providing support to teachers and/or students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

KIPP Houston curriculum at the 5th, 6th, 7th, and 8th grade levels features TEKS (Texas Essential Knowledge and Skills) and CCRS (College and Career Readiness Standards) aligned curriculum to prepare students for career and college success. Reading/ELA, Math, Science, and Social Studies form the foundation of the curriculum with electives offered such as Art, Language, PE, and Performing Arts. Instruction at KIPP Spirit is focused on mastery. If a student does not master a skill, additional instruction and support is immediately provided. Through 2017, the school's intervention programs have been bridging the gaps. However, **with the high standards in STAAR/EOC, the difficulty level of the curriculum is being systematically increased.** As a result, KIPP Houston is maximizing instructional and intervention time so that students are able to learn more difficult and complex curriculum in a shorter period of time. KIPP Houston has implemented stronger curriculum in Math and ELA as well as a series of computer based programs. In addition, the campus has utilized small sets of laptops and iPads to provide enhanced 'on topic' time in the different content areas. Our instructional staff are beginning to use instructional videos that engage students through the laptops so that class time can be spent working on problems and so that students learn how to think at higher levels of thinking. KIPP Spirit has been adjusting our instructional delivery but seeks to further enhance this adjustment by increasing the laptop to student ratio. We know that if students are going to be effective and efficient in the workplace, they will need not only basic skills in programs such as Word, Excel, and PowerPoint, but also higher level technology skills that combine communication in writing, video, photography with higher level analysis skills. Through the 2018-2019 Technology Lending program, students will be able to begin to develop these critical, game-changing skills to enhance in their learning and their lives.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Digital instructional materials are used across the core curriculum. Specifically, KIPP Spirit students use Think Through Math (Math), Khan Academy (Math), iStation (Reading), MobyMax (Reading), Stemscopes (Science), Amplify (Science) to enhance their foundation subject learning. These and many other TEKS aligned educational programs provide important enhancements to the regular classroom environment.

KIPP Spirit has been training teachers to increase their knowledge and skills in classroom instructional technology by providing SBEC aligned technology training each year. As well, through "just in time" training provided by the instructional technology support personnel, staff and students receive support to utilize technology more effectively. Lesson plan adjustment is built into teachers' work days, weeks, and year so that they can make lesson adjustments to maximize the new hardware and new software which are added to the 21st century environment. These are done on early release days and regional/campus professional development days which are held 5 times a year.

If our students are going to be successful in college and career, our teachers and parents must learn how to maximize the tremendous curriculum resources available in a way that does not underestimate our students ability to learn. Our constant goal is to ensure that every student not only has access to technology but that the technology and curriculum is truly teaching our students to analyze, evaluate, plan, think, and express themselves effectively. The ultimate goal is make the world and our classrooms a better, healthier, safer place – which is more and more connected to the real-world.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The infrastructure is adequate to support students' anticipated use of devices provided by the grant at the participating campus. Currently the participating campus has a 1 GB fiber connection back to a 2GB Direct Internet Access (DIA) connection protected by a CIPA compliant content filter and firewall. The District Technology Director has been working to ensure that an infrastructure model exists so that a portion of the bandwidth is dedicated to school provided devices. The current infrastructure is sufficient to provide students with the ability to access and download class files and other digital content; to complete an assessment without network disruption; and even provide online conversations with fellow teachers or students to enhance the students' learning experience. We have in place an access point to classroom model which includes up to 40 users per access point.

According to Learning in the 21st Century, Blackboard and Project tomorrow, "Device Decisions Made Easy", January 2014, 87% of IT professionals rank wireless networking as the most important technology upgrade for a school. The wireless network infrastructure has been one of priority as the district has focused on ensuring that the wireless infrastructure is able to handle the load of possibly up to 40 users per WAP device in a 1:1 – 1 access point to 1 classroom. This has been addressed as the campus has Cisco 2700 wireless access points, controller managed, that will provide connectivity to participating student devices anywhere within the school building.

In order to implement the plan, if awarded, the district will purchase and deploy 135 laptops (\$283), 135 broadband educational hotspots (\$100), 135 laptop cases (\$16), 135 internet service contracts (\$240), and 1 bar code scanner (\$200). The campus will maintain an up-to-date and accurate inventory and tracking of each device using bar codes and a bar code scanner as well as through the standard tracking systems used by the district. The campus will track usage through the curriculum programs on a weekly basis to ensure students are using devices and to ensure any technical problems are resolved quickly.

An Acceptable Use Policy and lending agreement has been developed through collaboration of the key district technology staff and reviewed and approved by a district committee. The lending agreement incorporates an Acceptable Use Policy which ensures that students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. The lending agreement also establishes minimal replacement fees to cover losses.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101813

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered on the participating campus, KIPP Spirit, with the use of several strategies including a **Tech Lending Program campus team**, clear team meeting dates and times, shared agendas and notes so that responsibilities and expectations are clear, with clear goals and timelines for each process and activity. Critical to this project will be the communication with teachers, students, and parents as well as the constant tracking of devices, student use of the devices, and academic progress. The device and e-instructional materials inventory will be kept by the campus in the KIPP share drive, our share-point portal, accessible to all team members. No devices will be checked out until all parents, students, and teachers have been trained on the acceptable use policy of both the devices and broadband devices. Each policy has a clear list of responsibilities and consequences for violations. In the event of competing need, this campus team will use economic need data, student achievement data, home survey data, as well as teacher feedback substantiating the need for internet access to determine priorities and address the competing needs. The campus has prepared for this process. The check-out and check-in process will operate in the organized manner. By the second week of school, the students who will receive laptops and broadband hotspots will be identified, parents will be notified, and acceptable use and hardware accountability forms completed by those that want to participate. During the sign up process, there will be training for parents and students to establish acceptable norms, understand how technical support will work at home and how to get help with broadband device in the event connectivity issues arise. At the end of the program, the check-in process will be within the last two weeks of the school year and will include an evaluation of the condition of the equipment so that any repairs will be made before the next school year.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology coordinator, counselor(s), and administrators will be responsible for ensuring that the checks out/in processes have been adhered to. The process that will be used to maintain the technology lending equipment in proper working condition will involve **periodic temporary check in of devices throughout the school year**. Parents and students will utilize a communication system such as GroupMe text messaging where they can submit issues with laptop or hotspot maintenance. The campus team will reply and provide instructions for turning equipment in need of repair or replacement. At the end of year check in, the devices will be inventoried and re-imaged to create a new configuration for the upcoming year. This process will be evaluated for efficiency and effectiveness and to identify problems in the process of check in/out, device repair and reconfiguration, as well as vendor provided support. Local policy requires that each laptop be registered and tracked through a reliable tracking program. The laptops will be numbered and the tracked. The district and campus will utilize a management software program that allows the students to only allow access to certain web sites so that students can not randomly view internet content. **Regular checks of laptops are scheduled so that students will not lose track of their device without the school knowing. The campus will also be checking student curriculum usage reports which will facilitate this process.** If a device is lost, stolen, or damaged, the campus will make sure that appropriate notifications are made within 48 hours so that the student will be able to access curriculum materials within a reasonable time frame as established by the campus.

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